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ABSTRACT

As part of a strategic planning process, Northwestern University Library appointed a User Education Task Force to address the challenges and opportunities facing its library user education program. The overriding goal was to create an action plan for positioning the library to be an active partner in the educational and research processes of the university. Northwestern University, as are other academic institutions, is re-evaluating its longstanding user education program in light of new technologies, redefined curricular emphasis, and changing teaching models. This report outlines the task force charge and provides a brief summary of the current status of user education at Northwestern University Library along with a discussion of the purpose and role of user education in libraries. Eight major areas for future planning are identified: (1) articulating and communicating the institutional value of user education; (2) creating a more varied instruction program to better meet the needs of a diverse clientele; (3) expanding outreach to faculty; (4) integrating information technologies more fully into the user education program; (5) improving the coordination and communication of user education library-wide; (6) enhancing the use of space to further the educational function of the library; (7) recognizing and promoting staff initiative; and (8) promoting evaluation in all aspects of the user education program. The report reflects the conviction of the Task Force that user education is more than a set of activities; it must be an institutional value. Six attachments present the charge to the User Education Task Force; a mission statement of Northwestern University; a draft mission statement for the University Library; a mission statement for undergraduate user education; information handling skills for various levels of users; and environmental factors affecting bibliographic instruction. (Author/BBM)

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USER EDUCATION TASK FORCE

FINAL REPORT

REVISED DECEMBER 15, 1989

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Section I: Overview and Scope of Charge

A. Introduction

As Northwestern University Library undertakes its strategic planning process for defining future directions, both philosophical and organizational, it is clearly placing high priority on user education. By appointing a task force to look specifically at the area of user education, the Library is making an explicit statement about the importance of user education and proactive services to the University community. The value of library user education is acknowledged beyond the Library as well. Communications from Provost Robert Duncan and other University administrators are evidence that the educational function of the Library is recognized and advocated by the University administration.

This report of the findings and recommendations of the User Education Task Force is organized in four sections. In Section I, the charge is outlined and a brief summary of the current status of user education at Northwestern University Library is provided along with a discussion of the purpose and role of user education in libraries. Section II contains eight goal statements and recommended plans for action. Section III is a summary of these goals and recommendations. Attachments to the report are found in Section IV. Throughout, our intent is to outline a plan to enhance Northwestern University Library's user education mission. This document reflects the conviction of the Task Force that user education is more than a set of activities; it is an institutional value.

B. Charge of the User Education Task Force

As its contribution to the Library's planning efforts, the User Education Task Force was given the overall charge of:

1) Proposing a plan for the Library's role in the implementation of the recommendations of the Northwestern University Task Force on the Undergraduate Experience Report (addressed prior to the planning process);

2) Enhancing the provision of library services in the area of user education at Northwestern University by planning for the development, coordination, and evaluation of user education activities in the University Library; and

3) Suggesting, where appropriate, new library programs to further the development of user education activities at all levels in the library.

The specific elements to be examined in each of these areas are outlined in the full charge to the Task Force, provided in attachment A.

To fulfill the charge, the Task Force gathered essential background information by 1) engaging in staff surveys of library instructional and outreach activities, 2) making presentations and encouraging discussion at a variety of Library forums (Assembly of Librarians meetings and Penultimate lunches), and 3) assigning Task Force subgroups to report on topics important to user education planning, such as the use of educational technology, faculty outreach, and instructional evaluation. At an open meeting, the public services department heads and other service unit representatives met with Task Force members to examine the current status of instructional programming in the Library, looking especially for ways that the Library could support the new curriculum suggestions of the Undergraduate Experience Report. Using the background from this investigation, the Task Force then identified areas in need of development to enhance its user education mission.

C. Purpose of User Education

Before determining ways to enhance the Library's user education mission, it was necessary to articulate the purposes of library user education. In drafting a mission statement, the Task Force adopted a definition of user education that encompassed the breadth and substance of educational services appropriate for all members of the Northwestern University community. This mission statement is in direct support of the mission statement of Northwestern University and the draft mission statement of the University Library (see attachments B and C).

Mission Statement for User Education

The purpose of Northwestern University Library's user education program is to provide members of the Northwestern University community with information-handling abilities appropriate for their individual levels of scholarship and for ongoing research interests. Information-handling skills range from a basic awareness of the value of information to knowledge of communication networks and complex systems for information retrieval.

Central to the goals of both liberal and professional education is the ability to make sound decisions about the appropriate use of information. To fulfill its role in the educational process, the Library must actively strive to enable individuals to: 1) recognize the role, power, and value of information; 2) understand standard systems of organization for information within disciplines; 3) retrieve information

from many systems and in various formats; 4) evaluate and synthesize information; and 5) manage their own information collection.

While students, faculty, and administrators of Northwestern University are of primary concern, the service responsibilities of a research library extend beyond the immediate university community to other scholars and, to some degree, to the general public. As with all other services, some level of assistance should be provided to these non-affiliated user groups.

A copy of a mission statement for undergraduate user education, drafted in support of the Report of the Task Force on the Undergraduate Experience at the request of Provost Duncan, is provided in attachment D. These draft mission statements should be distributed to all departments in the Library for review and comment.

The Task Force's conviction that user education must represent a user-oriented approach to information services is reflected in both mission statements. This approach, commonly referred to as the "teaching library," requires a broad definition of instruction and has profound implications for the design and delivery of a wide range of services. A teaching library does not wait for a user to come to a service desk, but rather uses every possible opportunity to instruct the user. Instruction is not limited to bibliographic instruction sessions for classes and to library orientation tours. Any library efforts to help users better access and manage information are within the scope of user education. In this context, user education services extend from designing LUIS help screens or other self-service interactive instruction to creating signs in the lobby; from presenting a formal classroom instruction session to offering an individual research consultation; from presenting workshops on online searching to point-of-use instructional signs at terminals and workstations. Publicity efforts also serve instructional purposes--the publicity campaign announcing the advent of search qualification in LUIS was an example of user education. All of these services enrich the climate of learning, generate greater use of information and library resources, and contribute to the general education of students and members of the community.

D. User Groups of Northwestern University Library

If we are to have a user-oriented approach to instructional services, we must first identify our users and their informational needs. Northwestern University Library has a diverse user population. As a research institution, the Library's responsibilities extend to academia in general. Besides our own students, faculty, and staff, the University Library serves other affiliated and non-affiliated users. Examples of user groups in each of these major categories are listed below.

<u>Category I: Northwestern University Students, Faculty, and Staff</u>

Undergraduates: underclassmen, basic composition and freshman seminar students; upperclassmen, junior tutorial and senior research students; adult students enrolled in University College.

Graduate and Professional Students: teaching assistants, research assistants, students in executive programs, students in evening programs, doctoral candidates.

Faculty and Staff: faculty, researchers for the faculty and at university-affiliated research centers, university administrators, department secretaries and assistants.

Category II: Affiliated Users

Alumni; retired faculty; students and faculty of Garrett and Seabury seminaries; participants in the Institute for Learning in Retirement; Library Council Members; faculty and students from CIC libraries; spouses and children of Northwestern employees and students; corporate borrowers.

Category III: Non-affiliated Users

Infopass holders; other college and university students, faculty and staff; area high school students; members of the general public; remote users through telephone inquiries and unaffiliated LUIS dial-up users.

Each and every user group has distinct characteristics and different, often detailed, informational needs and requests. The challenge facing the Library is to develop an approach to user education which benefits the most people. In setting our educational priorities, Northwestern University students are, of course, our primary concern. Their educational needs are the focus of the University and all of its programs. Faculty and staff also rank high in priority. Indeed, all of the recommendations stated under Goal 3 in the second section of this report are designed to increase and strengthen the Library's outreach to faculty. While we strive to work with everyone, we must acknowledge that our major efforts must be directed towards the Northwestern community.

Even within the Northwestern community the level of instructional service offered by the Library is not uniform. Librarians do not meet with every class and even for the classes we do meet, not all students in the class receive the same instruction. Backgrounds and learning styles differ. Instruction must be varied to meet the needs of a wide variety of people. (An inventory of library instruction needs of undergraduates, graduate and professional students, and faculty is included in Attachment E.)

One way of responding to these challenges is through the teaching library model. As the library places increasing emphasis on user education and as more varied approaches to

instruction are offered, more users will receive the kind of instruction they need when they need it. The recommendations listed under Goal 2 and Goal 6 are directed towards developing a multi-faceted program of instruction and towards making good use of the building itself to provide instruction. A broad approach to user education is beneficial to all user groups.

E. Current Status of NUL User Education

User education at Northwestern University Library has grown over the past decade in ways appropriate to the structure of the University and the University Library itself. Since undergraduates working on research projects in their basic composition courses, freshman seminars, and other courses in the humanities and social sciences begin their work in the reference room, the Reference Department has developed an extensive user education program for undergraduates. Depending upon the subject being studied or the major being pursued, undergraduates also rely on the bibliographic tools and reference sources in subject collections or branch libraries, such as the Science-Engineering Library, the University Archives, the Music Library, or Special Collections. Adult students in the evening program offered through University College use the Schaffner Library on the Chicago campus and the Main Library Reference Room on the Evanston campus. User education activities take place in all of these units. Such user education efforts are not secondary activities of reference services; user education is at the very heart of the reference process in an academic library.

Graduate students use various collections and service points related to their fields. Again, students in the humanities and social sciences make primary use of the Main Library Reference Room; students in sciences, technology, and music use other collections. Professional students are served by the Law, Medical, or Dental libraries. Journalism and management students use reference sources found in the Main Library Reference Room, although the management students are also served by two specialists with dual assignments in the Reference Department and the Management Services Department.

Librarians at Northwestern have made a concerted effort to integrate library instruction and the use of new technologies into course curricula. These efforts have resulted in a strong classroom instruction program which meets with most Basic Composition sections, a large percentage of Freshman Seminars, and many other undergraduate and graduate classes. New technologies are discussed along with print information sources at all of these sessions, and several workshops on searching computerized data-bases have been conducted. The Library runs an

extensive orientation tour program, with general tours of the Main Library for undergraduate and graduate students and many tours highlighting particular collections or departments tailored for specialized populations. Scheduled research consultations are offered by many departments for individuals needing assistance with research for papers.

It is widely known that integration of library user education into the curriculum requires faculty recognition of what the Library and librarians have to offer to the research process. Northwestern University librarians have strived to achieve this recognition through involvement in university activities and organizations and through the assistance they provide faculty in their bibliographic research. In a survey conducted in the spring of 1989, we polled librarians in all departments to determine the level of involvement of librarians in university activities and organizations. Activities ranged from attending brown bag lunches and departmental seminars to attending faculty meetings and participating in the activities of university-wide organizations.

Increasing the visibility and involvement of librarians in University activities will have far-reaching dividends for the Library. By collaborating with our teaching colleagues, we will increase our opportunities to strengthen our course-integrated instruction program.

F. Context of Library User Education

Northwestern University Library's user education program exists within the context of issues affecting academic libraries and higher education across the nation. Demographic, economic, and social changes, along with the information revolution, are bringing about a national re-examination of the educational role of libraries and the new challenges facing higher education in the information age. Reports, articles, and symposia on the topic of information literacy and the changing nature of educational programs in libraries abound. Many of these environmental factors are listed in Attachment F.

In a collection of articles on the future of reference services appearing in College & Research Libraries News, (October 1989) the traditional paradigm of academic library organization is examined. The information revolution, characterized by vast quantities of information available in a wide variety of formats, new patterns of information use, and the use of computerized technologies, is directing libraries toward a more clearly articulated user-centered perspective. Forces which have led to proposals for a user-centered paradigm are:

1) The proliferating volume of information and the inability of the individual to maintain control over any substantial portion of it.

2) The changed nature of educational programs that place greater emphasis on independent learning and continuing education.

3) The rapid changes within disciplines that require continual contact with the current literature of the field.

4) The increased use of computerized systems that require sophisticated skills to retrieve information efficiently.

Northwestern University, as an institution, has recognized these societal forces and is calling on the Library for support of its curriculum. Northwestern University's Task Force on the Undergraduate Experience Report emphasized the importance of critical thinking, research, and numerical analysis in a liberal education. Central to each of these areas is the ability to locate and analyze information. The Task Force on the Undergraduate Experience also asserted that the role of the Library in the learning process must be given more attention and that Library programs should be integrated into course work at various levels (Report: Task Force on the Undergraduate Experience, p. 84). Professor Thomas Heyck, chair, attended a meeting of the User Education Task Force and acknowledged that the Undergraduate Experience Report should have included information use skills in its list of components of a liberal arts education. At this time, when Northwestern University and other institutions across the nation are addressing future challenges, the Library has a unique opportunity to further its educational mission in ways that will contribute to the goals of higher education and research.

SECTION II: FINDINGS AND RECOMMENDATIONS

Introduction

The following goals and recommendations are proposed to strengthen user education at Northwestern University Library. All goals are interrelated and each represents a necessary component of an overall process. Although it is impossible to place the recommendations supporting each goal in strict descending order according to importance, the Task Force has attempted to establish some priorities and has listed key recommendations at the beginning of each action plan. Within this format, activities have been divided into two categories. Those recommendations which the Task Force feels are of key importance and which can be undertaken immediately are noted by an asterisk. The proposed standing committee on user education would be a vehicle for addressing many of these. Activities that are of high value but which the Task Force recognizes will require additional planning and resource allocation are noted by a pound sign. These notations are provided in Section III.

Goal 1: User education must be clearly articulated as an institutional value.

The Problem:

It goes without saying that an academic library must have a commitment to its collection, its processing functions, and some degree of reference service. Depending on the interpretations of these functions, there may or may not be a focus on user education. At Northwestern University Library, we have made efforts to promote the Library and its resources to our users. For user education to be similarly viewed as a central function, its value must be clearly articulated and promoted by the Library administration.

Recommended Action Plan:

1. User education must be philosophically supported and endorsed by the Library administration.

The University Librarian and assistant university librarians should make every effort to promote the value of library user education in written and verbal communications to library staff at all levels. The potential effects of library administrative planning and decision-making on user education should also be considered during administrative deliberations.

2. The Library administration should promote user education to the central administration and the faculty through its involvement in the Undergraduate Dean's Council, University Senate, University Library Committee, and campus-wide committees.

User education, especially for our largest student population, the undergraduates, is a prominent area of focus on today's Northwestern campus. The Library administration should demonstrate its support for the University's educational initiatives by promoting the Library's user education programs and other user services to the University administration and to key groups of campus opinion leaders.

3. Emphasize the educational function of the Library in the Library's mission statement.

In the current draft of the Library's mission statement, the goal of library user education is not mentioned directly. A revision of the mission statement should reflect how the Library's goals and values support the educational goals and values expressed in the University's mission statement. Also,

the two mission statements prepared by the User Education Task Force should be distributed to all departments in the Library for comment and review.

4. Foster a sense of responsibility within each division for the provision of instruction in a way appropriate to each division.

The accomplishment of this goal should be a joint project of the Library administration and the proposed Library User Education Committee. The University Librarian and members of the Administrative Committee should endorse publicly the methods chosen.

5. Unless specifically excluded, involvement in user education should be a component of all professional position descriptions at Northwestern University Library.

Because of the value placed upon user education activities at Northwestern University Library and other academic libraries across the country, as many staff members as possible should be given some opportunity to become involved in and to contribute to user education efforts.

Goal 2: Create a more varied instruction program than what is currently offered to meet more fully the needs of our diverse clientele.

The Problem:

At this time Northwestern University Library offers a user education program consisting primarily of course-integrated instruction, orientation tours, instructional handouts, and research consultations. While there is and will continue to be an emphasis on course-integrated instruction because of its proven success (see Goal 3), we must think of the needs of our users more broadly. We do not reach every class, and even for the classes we do meet there is need to accommodate various learning styles to reinforce what is taught. Even though students may receive library instruction through a class, they have other informational needs beyond those assigned by a professor. There are also many users who are not enrolled in classes, ranging from members of the general public to our doctoral candidates. A user-oriented approach to library instruction requires that we study the needs of our users and use a variety of formats and teaching methods to meet them.

Recommended Action Plan:

1. Develop self-service programs which provide instruction for basic user needs.

Many information needs are shared by a large group of users. These include questions about how to use LUIS, how to find a periodical, and how to find a book in the Library. To meet needs such as these, self-service instruction offered through computer-assisted-instruction programs or through video taped instruction, is particularly useful. This type of instruction can be used at the point of need and at a pace determined by the user.

2. Produce a LUIS video instruction program.

Develop a self-service introductory video for LUIS for use throughout the Library. One workstation should be located in the lobby area of the main Library. Although detailed instructions for using LUIS are available online and personal instructional sessions are provided by staff members, it is often desirable to users to study the use of the Library's online system independently.

3. Develop course integrated instruction more fully in the curriculum.

Through the proposed faculty liaison program, we can expect more visibility for the Library and increased awareness on the part of librarians of faculty course offerings. As a result, user education should be extended to more upper-level courses.

4. Create a instruction program for end-user database searching.

Our users are developing increasingly sophisticated computing skills and should no longer be required to search remote databases through an intermediary. The Library should take responsibility for educating users in the use of end-user search services which they can use either in the Library or from their own homes or offices. (The Library should make end-user systems available to our primary user group, on a cost recovery basis, if necessary.)

5. Produce an audio-tape walking tour.

In addition to the traditional guided tour, develop a self-service audio-tape guided tour for individuals who may not be available during scheduled tour times or who may prefer a self-paced individual tour.

6. Design instruction to address international student needs.

Many other academic libraries offer extensive user education programs exclusively designed to orient international students to American libraries. Considering the sizable international population of Northwestern University, a comparable program should be initiated.

7. Design slide-tape presentations geared toward specific user groups, such as graduate students and new faculty.

Currently, the Library presents the same basic introductory slide-tape to incoming freshmen, new graduate students, and new faculty members. Graduate students and faculty members have had more experience with library research and have questions about the Library that differ significantly from those of an incoming freshman. The Library would more effectively serve advanced users by providing an orientation slide-tape better suited to their needs.

8. Seek inventive ways of reaching students other than through instruction offered in a class session.

Although course-integrated instruction is one of the most effective means for delivering library instruction, there are numerous reasons for providing other types of instruction as well. Students often need more instruction than they can receive in a fifty minute (or less) library instructional session. Faculty members can not always be convinced to devote class time to library instruction. Students have information needs aside from their classwork. When an entire class has been given an assignment, librarians could hold workshops outside of class time to assist them. As students prepare for graduation, the Library could present workshops on topics such as locating company information and sources of information about graduate study. Term paper research counselling, offered at peak times during the quarter, has also proven to be successful in other settings.

9. Develop a hypertext orientation to the Library's resources and services.

A computerized self-service introduction to the Library could serve as a useful information point for people new to the Library or seeking information about particular library services or policies. Many other libraries have had success with this method of instruction. The program could be loaded on computers in dormitories, computer laboratories, and in the lobby of the Library.

10. Target teaching assistants for user education purposes.

Because teaching assistants play an important role in the education of undergraduates, the Library should provide special programs orienting them to the services available for their classes.

Goal 3: Enhance and expand Northwestern University Library's current programs of outreach to faculty.

The Problem:

The purpose of educational and outreach services for faculty is two-fold. Faculty members need instruction in new developments in information retrieval and bibliographic research for their own projects. Furthermore, in their role as teachers, they exert a profound influence on the way the library is used and viewed by students. Experience has shown us that students will use library resources in their courses only if encouraged to do so by their instructors and will care about learning how to draw upon library resources if they can see how it can enhance their studies. Instruction to faculty, therefore, is necessary for student instruction to take place.

Scholarly research and bibliographic research do not necessarily coincide. It is widely recognized that many scholars have become quite independent of library research in their work. The "invisible college," the narrow number of highly specialized scholarly journals, and professional conferences that furnish faculty with the tools they require in their research are contributing factors to this phenomenon. In the sciences, faculty have come to rely upon laboratory and clinical or field research. In the humanities, scholars often base their research on the analysis of texts, a method of research bypassing library research. As a whole, faculty interest is highly specialized within a narrow field, and, therefore, their knowledge of the bibliographic tools used in general research and in other fields is limited. They may also remain unaware of new developments in information technology that may be of use to them and, more importantly, to their students. Through active outreach, librarians can make faculty aware of the value of library instruction for their students and of new possibilities for locating and retrieving information.

Recommended Action Plan:

1. <u>Establish Library-wide faculty liaison responsibilities with all departments, schools, and programs</u>.

A faculty liaison program provides strong ties between librarians and faculty. A liaison program has been initiated on a limited basis in the Reference Department. Librarians from a number of other departments have also established relationships with schools and departments. A review of liaison assignments

should be undertaken in cooperation with the Collection Management Division to assure contact with all academic programs of the University.

2. Modify the Library Impact Statement to include service and user education implications of curriculum changes.

Through the Library Impact Statement we can urge departments and schools to consider the library user education needs they may have as new courses or programs are established.

3. Implement a faculty seminar program, using the University of California model.

The Faculty Update Program at the University of California, Berkeley, remains the best model for informing faculty about new developments in information retrieval and bibliographic research. Research update seminars on CD-ROM, online searching, and information management software should be given top priority at Northwestern University. The feasibility of offering seminars on interdisciplinary topics should also be pursued. A workshop to assist NU instructors in designing their class library research projects should also be offered. Teaching assistants may be included in some of the seminars. A separate program of outreach to teaching assistants is proposed in the fifth recommendation under Goal 2.

4. Produce a brochure designed specifically to describe the user education program.

The text should address common faculty questions about the purpose and probable outcomes of user education. Include the user education mission statement, description of user education activities, and some statements by faculty who have included library instruction in their courses.

5. Use campus publications and newsletters to communicate Library news to faculty.

In the past, the Library's newsletter, Channels, proved to be a highly visible means of communication to faculty. It provided a unique forum in which librarians could describe trends in publishing and scholarly communication in such a way as to exert clear leadership on campus in these important areas. Re-instituting Channels would reflect the importance the Library places on communication with its teaching and administrative colleagues. Other campus publications, such as the Northwestern Observer, are highly read by faculty and would also prove to be valuable vehicles for communication.

6. Continue and expand the existing packet of information distributed to new faculty members.

The existing packet of information that is distributed to new faulty members should include, in addition to the letter of welcome from the University Librarian and the Library Handbook, materials that are specific to the discipline/research area of the new faculty member. Material that describes the innovative uses the Library has made of technology, such as brochures on using LUIS (including dial-access instructions), literature on access to local area catalogs, and resource sharing material should be included.

7. Continue and expand the Library's Faculty Day Program.

The Library's Faculty Day program has proven to be a successful way to welcome and instruct new faculty. Expansion of this program to branch and departmental libraries should be explored.

8. Work toward including faculty use of library user education activities in their courses as a criterion in Undergraduate teaching awards.

A series of awards for excellence in undergraduate teaching has been proposed by the University. With the emphasis placed upon student research by the Undergraduate Experience Report, recognition of use of library research in teaching would be consistent with the goals the University is promoting in Undergraduate education.

Goal 4: Integrate advances in information technologies into library user education programs.

The Problem:

From the way we use library catalogs to the types of periodical indexes available, new technologies affect almost every aspect of the library scene. Teaching students and faculty how to use new technologies was discussed under goals 2 and 3. Here, we are concerned with how the Library uses technology to enhance its teaching. Though we do not yet know the full impact new technologies will have on teaching techniques, it is clear that video, interactive video (laser discs, optical discs), artificial intelligence, expert systems, scholar workstations, CD-ROM, and advances in personal computer systems offer new opportunities and challenges for user education programs. An aggressive plan to implement and creatively apply these technologies in user education programs could enhance and strengthen existing instructional activities.

Recommended Action Plan:

1. Create a media design specialist position in the Library.

If we are to take advantage of technology to enhance our instruction program, we must have expertise in the library. A media design specialist would have as primary responsibility coordination and development of computer-assisted-instruction and media design for user education programs. This position would develop hypermedia programs, slide/tape program revisions, serve as a resource person for other computer-assisted-programs for user education.

2. Use new technologies to develop new methods of instruction.

Some specific recommendations are listed under Goal 2.

3. Provide portable computer equipment to the main and branch libraries.

Often librarians provide instruction in classrooms outside the Library. Without the ability to demonstrate LUIS and other electronic databases, the instruction is difficult.

4. Seek opportunities to work cooperatively with other units involved in the use of new technologies.

By working cooperatively with other departments and programs on campus, the Library will be better informed about the uses of new technologies on campus and will establish more clearly its role as an information retrieval center. Several programs are currently engaged in using technology to improve teaching and learning.

5. Encourage and participate in cooperative development efforts among research libraries.

Common instructional needs should be met by national or regional efforts that would improve quality and lower costs. The Library should investigate the Committee on Institutional Cooperation as a forum to address common instructional needs of library users. Preservation issues have been discussed and acted upon by this organization. The possibility of building upon the preservation model for a user education focus should be explored.

6. Promote the use of the personal computer environment for the provision of information services.

Access to personal computers is widespread on campus. Many students and faculty members have their own computers and others have access to them in dormitories, sororities and fraternities. Through the use of electronic bulletin boards, the Library can make available information about Library access, hours, and new acquisitions. The use of electronic mail could be used to forward reference questions or other inquiries from faculty members and students.

7. Transmit video into selected campus classrooms.

When the campus coaxial cable system has been activated, the Media Facility (along with other users) could transmit video information to selected classrooms. These transmissions could include library instruction video tapes as well as tapes from the Media Facility collection of documentaries and films. As a result, the Library's Media Facility could provide video viewing for classes exceeding the Forum Room's capacity and at the same time solve problems associated with the non-circulating status of videotapes.

8. Acquire a satellite dish for the Library.

If the Library had direct access to a satellite dish, it could provide an array of new national and international broadcasting as well as that which it currently offers.

Goal 5: Improve coordination and communication of user education library-wide.

The Problem:

In a survey of user education activities, the Task Force found that librarians from many departments regularly participate in instructional services and that many units have well developed instruction programs. For example, the Reference Department has a strong program for undergraduates, the Schaffner Library has a successful program for University College students, and the Music Library has a program that addresses the special needs of music students. While there is much activity, there is little coordination among departments. While each department focuses on different primary user groups, some common needs could be addressed through a single effort. For example, every user needs instruction in the use of LUIS, but only one brochure is necessary. Also, there are situations which require collaboration between departments so that meaningful library instruction can occur. This collaboration could take the form of a joint presentation between a generalist and a subject specialist or of resource sharing between librarians. These sorts of collaborations have occurred in the past, but would be more likely to occur on a regular basis if a mechanism for coordinating library-wide user education was established. Another advantage of library-wide coordination would be that user groups would not be inadvertently overlooked. Library-wide coordination will help to ensure a cohesive user education program maximizing every available resource.

Recommended Action Plan:

1. Create a standing committee on user education.

This committee's objective would be to support and promote user education throughout the University Library and to facilitate communication among librarians involved in instruction. Through the standing committee, user education services would be actively encouraged, as would diversity, experimentation, and cooperation. The committee would be charged to provide staff development activities, gather statistical data on Library-wide user education services, promote evaluation techniques, and oversee the development of new programs. The committee should be chaired by the Instructional Services Librarian with representation from all divisions of the Library. An Assistant University Librarian should be a permanent member to give the committee the authority needed to coordinate Library-wide user education services.

2. Assign to the Instructional Services Librarian central responsibilities for coordinating instructional efforts Library-wide.

The many recommendations proposed by the User Education Task Force will require intense development work. Along with responsibilities for coordinating general user education programs, the Instructional Services Librarian shall serve as a resource person for instructional efforts Library-wide and shall chair the standing committee on user education.

3. Allocate specific user education responsibilities to public service departments throughout the Library.

Formal allocation of responsibilities would ensure that no user group is neglected and that user education programs remain stable despite personnel changes. Accountability for this responsibility could be established through departmental annual reports. Since we are in a planning stage and are working with a number of unknown variables, it is impossible to make such allocations at this time.

4. Build on existing program structures for user education in the Library.

While the Task Force is proposing to expand the user education program and to allocate responsibilities throughout the Library, we do not recommend reallocating existing programs. The best course of action is to continue to build upon the strong programs already developed by departments rather than breaking this continuity and placing the programs into other administrative units.

5. Rename the Undergraduate Services Department and the positions within it.

In ACRL's mission statement for undergraduate librarianship, the most prominent features are information/instruction services. This undergraduate mission is not (and in the view of the Task Force should not be) centered in the units on the second floor, the Core Collection and the Reserve Room. Since all NUL librarians serve undergraduates, many through highly developed programs and services, a department with the title "Undergraduate Services" is misleading. (A minority report on this issue is included in attachment G.)

6. Undergraduate user education should not be centered in the Core Collection.

Major goals of a user education program are to provide students with the opportunity to learn about information retrieval as related to their research needs. To do so, students must be exposed to the bibliographic tools which provide them access to the literature of their disciplines. These user education goals are not met by the Core Collection as well as they are met by reference collections with these access tools. As a non-circulating collection of key monographs in the liberal arts and sciences, Core could be the setting for special-purpose instructional sessions, but it is not an appropriate setting for sessions which focus on information retrieval, reference skills, and library research.

Instruction in other settings may point out the usefulness of the Core Collection to undergraduates. Also, the staff of the Core Collection should be encouraged to engage in user services appropriate to that collection and to participate in Library-wide user education services.

7. Study the feasibility of extending participation in user education activities to more staff members.

An expanded user education program will require more staff time. One possible approach is to include more staff in user education, including staff from non-public service positions.

Goal 6: Enhance the use of space to further the educational function of the Library.

The Problem:

While we may define the Library as a great intellectual resource, as a collection of services designed to help people meet their information needs, and as a setting for independent learning, it is also a building. Too often we tend to view the physical facility as a given around which we must fashion our services, rather than as an integral part of our service itself. The building and the space in it can be used to set cues for users. Decisions made regarding these cues, from welcoming signs to anxiety-provoking or even hostile messages, influence attitudes and use patterns. The key question for the User Education Task Force was: How can the facility itself provide the cues necessary for users to confidently and independently navigate through the Library?

The impressive and nontraditional structure of Northwestern University Library creates an atmosphere of striking newness and innovation. The philosophy behind the design of the Library was to create a user-oriented facility with open stack areas, study space throughout the building, color codes for location, and a centralized reference room. However, the structure itself can be overwhelming, especially when it is coupled with anxiety about how to use a library. Each of the library facilities at Northwestern has its own advantages and disadvantages. The following recommendations deal primarily with the Main Library. Each major point, lobby area, signage, and teaching space, should also be examined in the branches.

Recommended Action Plan:

Key Access Area 1: Lobby

The building's role in aiding the delivery of library services begins at the front door. The lobby is the area where users begin to match their needs to the Library's departments and services. Upon entering the Main Library's lobby, users are confronted with an open space without clear guidance as to how to proceed. Improvements in the lobby area are necessary to make it more user-oriented.

1. <u>Redesign the Information Desk to make it more prominent</u>.

Whatever the particular details, the desk needs to be larger and positioned more prominently.

2. Display user education materials in the lobby.

A prominent display of library guides and instructional brochures would better serve users. The display would provide an overview of the collections and services and users would be less dependent upon library staff.

3. Self-service instructional media should be developed and made available in the lobby area.

The lobby is the point of entrance and therefore an ideal location for orientation type materials. Self-service instructional materials meant to facilitate use of the library should be located in this area.

4. Make the lighted directory more user-oriented and instructional.

The lighted directory should be used as a mechanism for directing the public to public areas. Key service points, such as Reference, Periodicals Room, and Newspaper Microtext should be prominently displayed. All library jargon should be eliminated.

Key Access Area 2: Signage

The importance of signage in communicating a positive and welcoming learning environment cannot be overemphasized. Much can be accomplished through use of a good system of directional signs. It is not unrealistic to hope that no library user have to ask a directional question. The Task Force on Services to Students and Faculty is addressing this issue in detail, but given its importance to the educational function of the Library, the User Education Task Force wishes to highlight specific concerns.

5. Prominently identify the Library from the exterior and from Sheridan Road.

New users and visitors often have difficulty locating the Library building and identifying its main entrance. Since the Library is used by many people from outside the University, a sign on Sheridan Road would be helpful.

6. Re-evaluate the entrance to the Library and attempt to relocate prohibitive signage.

Warning signs should not be the first messages the user sees upon entering the Library. Prohibitive signs perpetuate negative stereotypes of the Library as rigid and rule-bound.

7. Clearly identify exit attendants.

Referrals are not the function of the exit desk, yet information and referral questions are asked here because the desk looks like a service area. Instead, users should be led through design and signage to the Information Desk.

Key Access Area 3: Teaching Space

Librarians provide instruction directly to students in groups and on an individual basis. The need for classroom and consulting space is acute and will increase as user education programs expand.

8. Provide additional classroom space.

There is a critical need for at least one additional room for classroom instruction within the main Library. Currently the Reference Conference Room is used not only for user education but for staff training programs and scheduling difficulties occur regularly. The following possibilities were identified: use the Faculty Lounge and the proposed video theater when not in use for other purposes; construct additional classrooms by converting copy machine rooms in the links or study rooms on the lower level of Core; partition off a part of the lobby or the Periodicals Room; reconfigure the Library seminar room on level 3 of the south tower to accommodate user education needs.

9. Equip all classroom space electronically.

Demonstrations of LUIS and other electronic resources are a regular part of our user education programs. An outline of the necessary equipment is provided in the Technological Applications Task Force report.

10. Provide more private quarters for librarians with heavy involvement with the public.

User education will continue to take place on a one-to-one level for student and faculty research projects. Private space is needed for research consultations away from the reference desk. Department liaison activity will also be increasing as the Library involves itself in more outreach programs. Librarians cannot hold meetings at their desks since office space is usually shared among a number of staff members.

11. Provide branch libraries with instructional facilities equal in quality to those proposed in the Main Library.

The branch libraries are intensely involved in user education. Appropriate classroom space and computer equipment are as essential to the quality of instructional programs in the branches as they are in the Main Library.

Goal 7: Promote and recognize staff initiative in user education programs.

The Problem:

The report from the Task Force on the Undergraduate Experience has created a climate of high expectations for undergraduate user education, both for planners, public services librarians, and others who have not had the opportunity to be directly involved in teaching. The future development of the user education program at Northwestern will see more people becoming involved in an increasingly more sophisticated provision of user education activities. In order for the expanded Library-wide user education program to succeed at Northwestern, the Library administration must facilitate the education and of its instructional designers, librarians and staff and encourage individual development of new programs. The proposed standing committee on user education would play a key role in the planning of a staff development program. Other recommendations for recognizing and rewarding initiatives in user education are listed in this section.

Recommended Action Plan:

1. Provide upper-level undergraduates or graduate students to assist Library staff working on user education projects.

These library user education aides could be joined by interns from Chicago-area graduate library schools.

2. Allocate travel funds for staff development in user education.

Funds would be used to partially support attendance at relevant conferences, workshops, or seminars. Interested persons could apply for special funding and report to Library staff upon their return.

3. Seek the expertise of Northwestern University faculty and staff for assistance in developing and implementing library user education activities.

Individuals affiliated with the Center for the Teaching Professions, Center for Talent Development, Institute for Learning Sciences, School of Education and Social Policy, and other units of the university where effective teaching is emphasized or researched should be used as consultants for user education program planning and staff development.

4. Invite recipients of Northwestern University's teaching awards to address the Library staff on topics such as "What Makes a Good Teacher."

The Library should take advantage of the expertise of those on campus who have been recognized for their teaching abilities. Having faculty members address librarians on such topics will serve the dual purpose of 1) providing librarians an opportunity to learn from faculty colleagues and 2) communicating to faculty the teaching role of the Library.

5. Create opportunities for new librarians to be introduced to appropriate members of the teaching faculty as soon into their tenure with the University Library as possible.

Channels of communication between librarians and faculty members should be developed and promoted by the institution. The Library should build upon established relationships. For example, those librarians who regularly attend faculty meetings or who have departmental liaison responsibilities should introduce librarians who are new to the University or to the particular department.

6. Coordinate user education staff development needs with a Library-wide staff development program.

The Human Resources Task Force has recommended that the Library become more involved in staff development activities. The proposed standing committee on user education could work with others involved in planning staff development activities to include programs on issues related to user education. Topics such as interpersonal communication skills, writing, and publication, while not limited to instructional concerns, would be useful sessions for those involved in user education.

7. Clarify the Library's policy on research and professional leave to be certain that librarian's realize that software development projects and other types of focused areas for program development qualify.

The Library's policy on research and professional development (Policy and Procedures Manual, p. 210-1) provides a mechanism for librarians to be allotted time to work on projects and activities which "enhance the contribution of the individual to the Library." Development work on user education projects fulfills this requirement and should be included in the list of examples of qualifying activities.

Goal 8: Promote evaluation in all aspects of the user education program.

The Problem:

As Northwestern University Library's user education services expand, we must maintain relevance, know where we succeed and fail, and make modifications and changes when necessary. Through a program of evaluation the Library can monitor and improve services as they unfold in order to make them as effective and meaningful as possible.

Although the Library has engaged in user education activities for many years, few formal evaluation projects of the effectiveness of these activities have taken place. There are several reasons why evaluation is slow in coming. First, the models for evaluation with which many of us are familiar are more appropriate to classroom teachers than to librarians. Librarians generally meet with students on a one-time basis, providing a tour, a lecture to a class, or a research consultation. After that session, librarians rarely have follow-up meetings with students to learn what they gained from the session or how the session improved their work. Second, most librarians are not confident about what they should measure, or when, or how. We have all encountered poorly designed library surveys at one time or another. We often neglect to evaluate because we do not know how to do it. Third, some librarians are hesitant about evaluation because they do not fully understand its purpose or value. Evaluation is conducted to improve the program, not to judge the performance of individual staff members. We must understand the goals of evaluation and appropriate methods of evaluation in our context before we can go about it with confidence in the accuracy of our results.

During the planning process, the task force devoted significant time to the topic of evaluation. We studied purposes, goals, and methods of evaluation. The work of the Task Force could be passed on to the proposed standing committee on user education for its use in developing evaluation programs.

Recommended Action Plan:

1. <u>Evaluation must be an integral part of instructional planning, tied to both broad and specific program purposes, goals, and objectives at all levels of program operation</u>.

2. Leadership in planning evaluation and in educating the staff about evaluation should come from the proposed standing committee on user education.

3. Staff members involved in instruction should have major input in the evaluation process.

4. Evaluation plans should be created at the department or program level with guidance and input from the proposed standing committee on user education.

Section III: Summary of Recommendations

* = recommendation of key importance which can be undertaken immediately
\# = recommendation of high value which requires additional planning and resource allocation

Goal 1: User education must be clearly articulated as an institutional value.

1.* User education must be philosophically supported and endorsed by the Library administration.

2.* The Library administration should promote user education to the central administration and the faculty through its involvement in the Undergraduate Dean's Council, University Senate, University Library Committee, and campus-wide committees.

3.* Emphasize the educational function of the Library in the Library's mission statement.

4.* Foster a sense of responsibility within each division for the provision of instruction in a way appropriate to each division.

5.* Unless specifically excluded, involvement in user education should be a component of all professional position descriptions at Northwestern University Library.

Goal 2: Create a more varied instruction program than what is currently offered to meet more fully the needs of our diverse clientele.

1.# Develop self-service programs which provide instruction for basic user needs.

2.# Produce a LUIS video instruction program.

3.* Develop course integrated instruction more fully in the curriculum.

4.# Create an instruction program for end-user database searching.

5.# Produce an audio-tape walking tour.

6.* Design instruction to address international student needs.

7.# Design slide-tape presentations geared toward specific user groups, such as graduate students and new faculty.

8.* Seek inventive ways of reaching students other than through instruction offered in a class session.

9.# Develop a hypertext orientation to the Library's resources and services.

10.# Target teaching assistants for user education purposes.

Goal 3: Enhance and expand Northwestern University Library's current programs of outreach to faculty.

1.* Establish Library-wide faculty liaison responsibilities with all departments, schools, and programs.

2.* Modify the Library Impact Statement to include service and user education implications of curriculum changes.

3.# Implement a faculty seminar program, using the University of California model.

4.# Produce a brochure designed specifically to describe the user education program.

5.# Use campus publications and newsletters to communicate Library news to faculty.

6.* Continue and expand the existing packet of information distributed to new faculty members.

Goal 4: Integrate advances in information technologies into library user education programs.

1.# Create a media design specialist position in the Library

2.# Use new technologies to develop new methods of instruction.

3.# Provide portable computer equipment to the main and branch libraries.

4.# Seek opportunities to work cooperatively with other units involved in the use of new technologies.

5.# Encourage and participate in cooperative development efforts among research libraries.

6.* Promote the use of the personal computer environment for the provision of information services.

7.# Transmit video into selected campus classrooms.

8.# Acquire a satellite dish for the Library.

Goal 5: Improve coordination and communication of user education library-wide.

1.* Create a standing committee on user education.

2.* Assign to the Instructional Services Librarian central responsibilities for coordinating instructional efforts Library-wide.

3.* Allocate specific user education responsibilities to public service departments throughout the Library.

4.* Build on existing program structures for user education in the Library.

5. Rename the Undergraduate Services Department and the positions within it.

6. Undergraduate user education should not be centered in the Core Collection.

7.* Study the feasibility of extending participation in user education activities to more staff members.

Goal 6: Enhance the use of space to further the educational function of the Library.

1.# Redesign the Information Desk to make it more prominent.

2.# Display user education materials in the lobby.

3.# Self-service instructional media should be developed and made available in the lobby area.

4.# Make the lighted directory more user-oriented and instructional.

5.# Prominently identify the Library from the exterior and from Sheridan Road.

6.* Re-evaluate the entrance to the Library and attempt to relocate prohibitive signage.

7.* Clearly identify exit attendants.

8.# Provide additional classroom space.

9.# Equip all classroom space electronically.

10.# Provide more private quarters for librarians with heavy involvement with the public.

11.# Provide branch libraries with instructional facilities equal in quality to those proposed in the Main Library.

Goal 7: Promote and recognize staff initiative in user education programs.

1.# Provide upper-level undergraduates or graduate students to assist Library staff working on user education projects.

2.# Allocate travel funds for staff development in user education.

3.* Seek the expertise of Northwestern University faculty and staff for assistance in developing and implementing library user education activities.

4.* Invite recipients of Northwestern University's teaching awards to address the Library staff on "What Makes a Good Teacher."

5.* Create opportunities for new librarians to be introduced to appropriate members of the teaching faculty as soon into their tenure with the University Library as possible.

6.# Coordinate user education staff development needs with a Library-wide staff development program.

7. Clarify the Library's policy on research and professional leave to be certain that librarians realize that software development projects and other types of focused areas for program development qualify.

Goal 8: Promote evaluation in all aspects of the user education program.

1.# Evaluation must be an integral part of instructional planning, tied to both broad and specific program purposes, goals, and objectives at all levels of program operation.

2.# Leadership in planning evaluation and in educating the staff about evaluation should come from the proposed standing committee on user education.

3.# Staff members involved in instruction should have major input in the evaluation process.

4.# Evaluation plans should be created at the department or program level with guidance and input from the proposed standing committee on user education.

Section IV

Attachments

Attachment A

Charge of the Task Force on User Education

User Education Planning Task Force

The Task Force on the Undergraduate Experience report (hereafter referred to as the Heyck report) calls for more active involvement by students in their education. This recommendation has major implications for the Library. To respond to it and to enhance the provision of library services in the area of user education at Northwestern University, a User Education Planning Task Force has been appointed.

The charge of the User Education Planning Task Force is: 1) to propose a plan for the Library's role in the implementation of the Heyck report, 2) to enhance the provision of library services in the area of user education at Northwestern University by planning for the coordination, development, and evaluation of user education activities in the University Library, and 3) to suggest, where appropriate, new library programs to further the development of user education activities at all levels in the Library.

In its earlier form as the Undergraduate User Education Planning Task Force, the following activities were completed prior to 15 March 1989.

1. Communicate to Provost Duncan (through the University Librarian) the importance of the Library being involved in the planning for curriculum development in each academic unit.

2. Involve the Assembly of Librarians in a dialogue with this planning Task Force in formulating a response to key strategic issues posed by the Heyck report.

3. Inventory and review current educational programs for undergraduates offered by the Reference Department and Undergraduate Services in particular, but also by other units in the University Library.

4. Provide a brief statement to Provost Duncan of the Library's analysis and plans (with the above considerations in mind) in response to the Undergraduate Experience Task Force report. This statement will be done in accordance with Provost Duncan's March 15 request for information from the Library.

5. Distribute an interim report to members of the Assembly of Librarians for review and comment.

Points 6-10 have been identified as activities to be undertaken by the Task Force; other issues may be added to this agenda as the result of input received from the Assembly of Librarians.

6. Review the educational mission and programming efforts of Undergraduate Services and how its user education role relates to user education responsibilities of other library units serving undergraduates. (Summer 1989)

7. Propose new programs, where appropriate, to address the recommendations of the Heyck report. (Summer, 1989)

8. Identify all areas in the Library to be affected by a large scale undergraduate user education program. (August, 1989)

9. Draft a mission statement of the Library's role in undergraduate education. (November, 1989)

10. Prepare a brief written report on findings and recommendations for review by the Library Administrative Committee. (November, 1989)

Beyond the specific issues associated with the Heyck report, the Task Force will explore activities 11-16 to gain a perspective on how user education services might be enhanced at Northwestern University.

11. Review and evaluate current methods used for communicating information regarding user education services in the Library.

12. Identify advances in teaching techniques and recommend how they can be employed by individual librarians in their teaching activities. (Coordinate recommendations for technology-based services and software applications with Technological Applications Task Force.)

13. Suggest methods and means of addressing faculty library instruction needs. (Coordinate recommendations with Task Force on Services to Students and Faculty.)

14. Determine areas of coordination required or possible between the formal teaching programs of the University and the University Library, both at the undergraduate and graduate levels and in various disciplines.

15. Review methods by which present and future user education activities may be evaluated by librarians working in tandem with faculty members.

16. Suggest future directions and priorities for user education.

Attachment B

Mission Statement of Northwestern University

The Mission of Northwestern University

The mission of Northwestern University is to establish and enhance excellence in its academic and professional programs. This includes quality undergraduate education for a highly selective student body in a comprehensive range of academic and professional fields. At the graduate level, Northwestern's role encompasses offerings in the major academic and professional fields, closely related to research, creative activities, and clinical services. The research program at Northwestern is a major component of University efforts, assuring institutional leadership in scientific discovery, intellectual inquiry, and creative performance. The character of this research shapes all areas of University endeavor, especially graduate education as well as undergraduate education.

The core academic disciplines provide the foundation of intellectual efforts at Northwestern. Such disciplines are vital to academic life in their own right but also represent an important underpinning for professional school programs. Given Northwestern's tradition of strong professional schools, this relationship between academic disciplines and professional programs is particularly important.

Interdisciplinary study and research should continue to be given significant emphasis at Northwestern. Programs that relate distinctive areas of existing strength within the University to important emerging areas of knowledge will receive increased support.

Through teaching and research, the University also serves society. Northwestern continues its commitment to diversity in its student body. Further, it is the role of the University to participate vigorously in discussions of important public policy issues and to engage in selective, cooperative ventures with government and private organizations external to the University.

Attachment C

Draft Mission Statement of University Library

LIBRARY MISSION STATEMENT

The mission of Northwestern University Library is to advance the mission of the University by developing collections and providing information services to meet the research, teaching, performance, and other information needs of the Northwestern community and, as appropriate, the needs of scholars elsewhere.

Central to the University Library's mission is the dynamic collection of the human intellectual record that it houses, preserves, organizes and makes accessible. The Library provides access to the information and knowledge in its collections through reference, instructional, and circulation services. In addition, the Library facilitates access to resources beyond its own collections through the provision of other information services, through referrals to other collections, and through cooperative arrangements.

Attachment D

Mission Statement for Undergraduate User Education

Mission Statement for Undergraduate User Education

The purpose of Northwestern University Library's undergraduate user education program is to promote students' use of information resources available in and beyond the Library as they pursue coursework and independent projects. Through these endeavors, they will become acclimated to the process of information seeking and become discerning in their use of information--in essence, information literate. Information literate individuals can: 1) recognize the role, power, and value of information; 2) understand standard systems of organization for information within disciplines; 3) retrieve information from many systems and in various formats; and 4) evaluate and synthesize information.

To be successful, a program that fosters information literacy must actively strive to enhance students' awareness of information sources, change their perceptions about the accessibility of information, develop their information access and retrieval skills, and challenge them to think critically about information they find. The Library must continue to develop and expand its instructional programs because students cannot be expected to gain these competencies by simple exposure to libraries or information sources.

Through its user education program, the Library supports the University's mission to enable its undergraduate students to gain a broad understanding of the world and excellence in competencies that transcend any particular field of study.

Attachment E

Information-handling Skills for Various Levels of Users

BASIC SKILLS FOR UNDERGRADUATE STUDENTS

1. Ability to use information appropriately. Students should be provided a firm understanding of the purposes for obtaining information and differences between its effective use for decision making and communication, as well as research. Concerning the latter use of information, they should be provided a rationale for referencing and introduced to the concepts of copyright and plagarism.
2. Ability to locate basic information on a variety of topics. Use of problem-solving strategies and introduction to tools should be provided selectively, as appropriate to the level of research and the discipline in which the work is to be done. A distinction should be made between information-seeking for academic and learning situations and information for decision making.
3. Ability to critically evaluate information on the basis of quality and relevance. Students should be introduced to the general criteria for evaluating the quality of sources.
4. Ability to utilize information in a variety of formats. Many students are already more media and technology literate than we are. We should be sure that they understand and practice information-seeking and use within a context of quality, rather than format. We should also attempt to prepare them for future innovation.

SKILLS FOR GRADUATE AND PROFESSIONAL STUDENTS

1. Ability to locate information relevant to a specialized field of practice or research using appropriate methodologies. These skills should include knowledge of traditional and innovative strategies for accessing information. The teaching of these skills should be based upon the concept that students will function in a variety of settings, that there will be significant differences in the types of information required for them to function effectively, and that there will be variances in the availability of information resources. At the professional and graduate level, it is worthwhile to consider teaching online searching techniques and educating students in methods of accessing databases by means of their own terminals or home computers.
2. Ability to utilize the national network of information flow within a specialty field. The professional or graduate education process should expose students to the informatin flow of their disciplines and the mechanisms for accessing information at every link in the communication chain. It should provide students with knowledge of the linking process and particularly in the sciences and social sciences, methods for identifying the report and conference literature.
3. Ability to critically evalute information resources in relation to relevance and quality. Graduate and professional students should be introduced to the criteria by which quality is judged in their disciplines, and now to evaluate the information they encounter--whatever its source. This holds for the evaluation of information for decision making as well as for research.
4. Ability to utilize information in a variety of formats. Information technology is changing rapidly. Consequently, graduate and professional education should expose students to currently available formats and when possible, to formats under development. Reliance on one or two traditional, preferred formats may be dysfunctional and students should learn to use that information which is relevant to their needs, regardless of format. This may include such diverse formats as non-bibliographic databases, full-text databases, and online journals.
5. Ability to organize and manage personal information collections. While libraries may be an institution's knowledge center, researchers and

professionals should know how to organize that portion of the knowledge base which is most relevant to their information needs. Since information needs change over time and since the technology for storing and retrieving information continues to change, students at this level should gain experience in managing information for themselves.

SKILLS FOR FACULTY, RESEARCHERS, AND PROFESSIONALS

1. Ability to utilize library services effectively. Experienced researchers are usually adept at accessing the information network, but studies consistently reveal their lack of awareness of library services. Less experienced faculty, who have not yet established links for continuing information exchange, are particularly affected by their inability to use institutionalized information providers like libraries.
2. Ability to utilize access tools related to their disciplines. I think all of us have been amazed, at some time, at the inability of a faculty member to use the card catalog, but catalog use may be a rarely needed skill for some; and library tools, an artificially contrived block to others. Faculty should be exposed to the sources which may be most relevant to their information <u>needs</u>, including the technological tools of access in which they may have a high level of interest. It is appropriate that they be introduced to end-user search techniques and databases and it is important that we develop programs relevant to their teaching needs as well as their research needs, including: how to use libraries to identify grants and funding information; how to identify model teaching materials; and issues of copyright.
3. Ability to utilize information in a variety of formats. Faculty, researchers, and professionals already in practice may have already developed strong preferences for format, but interest in anything involving computers is high and opens a door for educational efforts in this area.
4. Ability to control personal information resources. This skill becomes more critical as personal information collections increase in size. Rudimentary organizational techniques become insufficient. Recent development of home computer software for bibliographic control of personal information files has generated high interest among those who maintain large collections or who want improved access.

Attachment F

Environmental Factors Affecting Bibliographic Instruction

ENVIRONMENTAL FACTORS AFFECTING BIBLIOGRAPHIC INSTRUCTION

I. Population

- A. Declining higher education enrollment
- B. Student population more heterogeneous
- C. Declining traditional college age population

II. Home Environment

- A. Changing family structure; more single parent homes
- B. Children will read less, watch television more
- C. Technological literacy gap will widen

III. Schools and Learning

- A. Rising computer competencies among entering freshmen
- B. Students from schools with new library technologies will have higher expectations for information technology

IV. Work and Income

- A. Continued movement toward a knowledge based society
- B. High pay industrial jobs replaced by low pay service jobs
- C. gap will widen between demand for information and ability to pay for fee based information services
- D. Some print products (for leisure) will be replaced by fee based services

V. Information and Government

- A. Government less active in data collection and dissemination
- B. Government less active in support of libraries
- C. Students from poorer states increasingly disadvantaged in exposure to library technologies
- D. Intra-state differences in students' library competencies will increase

VI. Information Industry Structure

- A. Increased development of consumer information services
- B. Reduced competition/higher prices due to industry mergers
- C. Increased reliance on fee based services

VII. Technology and Access

A. Reports/articles, etc. increasingly in non-print format
B. Advances in Library automation & telecommunications continue
C. Continued advances in expert systems
D. Continued advances in optical disk technology
E. Continued advances in desk-top publishing and electronic document databases

VIII. Public Libraries

A. Poorer public libraries replaced by private competitors
B. Well funded public libraries will thrive

IX. Higher Education

A. Increasing number of non-traditional students
B. Increasing number of part-time students
C. Increase in extension and evening instruction
D. Increase in international students
E. Enrollment growth in most "applied" disciplines
F. University/library-business relationships will grow
G. More cooperation between libraries and computer centers

X. Scholarly Communication Patterns

A. Importance and structure of "invisible" colleges will grow
B. Problems for bibliographic/quality control will increase
C. Increasing information overload experienced by researchers

From: Bibliographic Instruction Section. Strategic Plan. Submitted by ACRL/BIS Planning Committee, Rochelle Sager, Chair. "Environmental Factors" adapted from Harold B. Shill's "Bibliographic Instruction: Planning for the Information Environment", College & Research Libraries, Sept. 1987.

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